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ABSTRACT

The Jail to Job program was developed to prepare soon-to-be released inmates of the Erie County Prison to seek employment and/or vocational/educational training. Forty-five inmates were assessed to determine their educational and ability levels, interests, and values. The inmates attended an 8-week (32-hour) course on the following topics: decision making; problem solving; career interests; success at work; job search techniques; job interview techniques; and resume writing. Discussion of inmates' attitudes, anger, and survival in and upon release from prison was incorporated into nearly every class session. According to follow-up surveys completed by the inmates after their release from prison, 75% of course participants found employment. The program sessions on interviewing and resume writing generated the most interest. (The bibliography lists 18 references. Also included are a detailed curriculum outline and an appendix consisting of the following: curriculum topic list; individualized educational program form; sample certificate of achievement; sample publicity flyer; blank and sample completed program evaluation forms; and sample resume for program completers.) (MN)

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ED 405 513

Jail to Job

Final Report

353 Special Project (No. 98-6021)
Budget total $5,000.00

July 1, 1995 to June 30, 1996

Funded by

The Pennsylvania Department of Education
Division of Adult Education
333 Market Street
Harrisburg, PA 17126-0333

to

The Adult Learning Center
School District of the City of Erie
2931 Harvard Road
Erie, PA 16508
(814) 871-6656
Dr. James Barker, Superintendent of Schools
Daniel Tempestini, Vocational and Adult Education Director
Charlene Salvia, Author, Curriculum Director/Course Instructor

The activity which is the subject of this report was supported in part by the United States Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

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ABSTRACT PAGE

Title: Jail to Job
Project No: 98-6021 Funding: Pa Department of Education
Project Director: Daniel Tempestini Phone No: (814) 871-6656
Contact Person: Charlene Salvia Phone No: (814) 871-6656
Agency Address: Hamilton School, 2931 Harvard Road, Erie, PA 16508

Purpose:

The project proposed to provide four (4), thirty-two (32) hour instructional programs for soon-to-be released inmates of the Erie County Prison that would enable them to adequately prepare to seek employment and or vocational/educational training. Parole officers and case managers had an ever increasing case load which resulted in little time to assist with employment. Unemployment and underemployment only increases the rate of recidivism which is extremely high.

Procedures:

Students received thirty-two (32) hours of instruction. Each thirty-two (32) hour session included components of: writing, interest and aptitude testing, educational assessment, job search techniques, resume and job application preparation, job interviewing, and anger management. Each student filled out an evaluation form and a follow up survey was sent to determine employment status. The instructor provided any follow up assistance that was needed by the students.

Summary of Findings:

The final evaluation of JAIL TO JOB proved that it was a successful project. From the follow-up survey approximately 75% of the ex-inmates found employment. The inmates remained motivated, attended regularly and contributed to every group. The sessions dealing with interviewing and resume writing generated the most interest. Several students incorporated the technique of using the telephone for their job search. Students often shared their past experiences with the group.

Comments:

Each one of the students that completed the eight (8) week session gained many tools for employment. As the class progressed it became apparent that there was a need to address the issues of attitude, anger and survival in and upon release from prison The inmates shared life experiences with each other and worked through many of the difficult situations they had encountered. Some of the students were sent to other facilities before their session had ended and a follow up letter was sent with them in hopes they could continue with the process.

Product:

A curriculum was developed that could be used by other educational programs.

Descriptors: To be completed by the Advance staff.

Abstract

The Adult Learning Center received funds from the Pennsylvania Department of Education for JAIL TO JOB, a 353 Special Project, that provided a thirty-two (32) hour class to soon-to-be released inmates. The course taught job search skills and career/educational opportunities.

Judge Shad Connelly of the Sixth District in Pennsylvania cited that the rate of recidivism was greatly increased by lack of employment/underemployment. Discussions with Erie County Prison officials and parole officers defined the problem further. Due to the lack of cell space, non-violent offenders currently receive less jail time and are put back on the street sooner that ever. Parole officers and case managers are burdened with an ever increasing case load, and very little time to help or instruct their clients. As a result inmates are released into society and are expected to find employment or training on their own. Often, as a requirement of parole, an inmate had to find employment and just as often he did not have the skill or training to attain and hold a job.

JAIL TO JOB provided counseling to inmates during and after release from prison. It also provided information about community resources and linked inmates with social and employment agencies. An assessment was conducted for each inmate in the following areas: ability, interest, aptitude and goals. Based on those assessments the counselor made recommendations.

JAIL TO JOB encouraged inmates to learn the job search skills necessary to be successful at finding and keeping a job. It provided them not only with education and instruction, but also encouragement, coaching, and follow-up support.

Introduction

The Adult Learning Center had been the sole provider of adult education for the Erie County Prison for over six years. In those six years the instructors would encounter the same students over and over. After interviewing several students, case managers and parole officers it was evident that one of the factors that decreased the rate of recidivism was the ability to be employed. The ex-inmate is faced with the problems of finding housing and employment. Very often, the ex-inmate is required to find employment as a condition of parole.

JAIL TO JOB provided instruction and counseling that enabled the inmate to successfully gain employment. The project conducted four (4), thirty-two (32) hour sessions. Each session included interest and aptitude testing, job search techniques, resume and job application preparation, job interviewing and anger management. The sessions occurred in September, November, February and April.

The following staff contributed to the success of the JAIL TO JOB project:

Gary Narbut, GED Instructor
Arthur C. Amann, Director of Corrections/Warden
Jim Veshecco, Inmate Counselor
John Calavota, Inmate Counselor
Douglas Kubiak, Counselor
Charlene Salvia, Instructor/Counselor

The follow-up survey indicated that the project was successful in teaching Job Search techniques as the employment rate was approximately 75%. The inmates in the program were very eager to participate in the classes and group counseling. They benefited tremendously from the job search component, especially resume writing, and survival skills. An added area of discussion, surviving in and out of jail, was added after addressing the subject of anger and problem solving.

The final report of JAIL TO JOB Project will be on file at:

The Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

AdvancE
Division of Adult Education
333 Market Street
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center
5347 Williamson Hwy. Rt. 8
Gibsonia, PA 15044-9444

Body of the Report

Problem Statement

The Adult Learning Center has been providing inmates of the Erie County Prison the opportunity to educate themselves since 1988, first with GED preparation and culminating with ABE, GED preparation with a counseling component. The Adult Learning staff soon recognized the high rate of recidivism. After conversations with various case workers, parole officers, inmates and prison personnel it became apparent that a contributing factor was employment. The JAIL TO JOB project addressed all areas of employability along with survival skills and anger management. Incarceration causes many special concerns not only for inmates educationally, but relating to social issues such as: setting personal goals, fighting, anger management and decision making. JAIL TO JOB was a beneficial project that dealt with these issues as well as teaching surviving techniques in everyday living to encourage inmates to become productive citizens while in prison and upon release. In addition to Job Search techniques, the inmates also worked through everyday concerns that included family concerns, financial losses and issues of self-esteem.

Goals and Objectives

1. Forty-five (45) inmates will receive an assessment in the following areas: education, ability, interest and values.

2. The program instructor will instruct forty-five (45) inmates in Job Search activities which include resume and job application preparation, interviewing skills and career counseling.

3. The program instructor will conduct follow-up interviews with released clients to offer support and assistance in their job search.

4. The program instructor will instruct the inmates as to the various social service agencies and their role in the community.

5. The program instructor will provide the information about local job market and employment opportunities. Also a link will be made with the local Employment Agency.

Explanation

1. Forty-five (45) inmates will receive assessment in the following areas: education, ability, interest and values.

The program instructor consulted with Arthur Amann, Director of Corrections/Warden, and prison personnel to determine inmates that would most likely benefit from the JAIL TO JOB project. The screening process consisted of 50 inmates who met the JAIL TO JOB criteria. The criteria was: 1. inmates who were soon-to-be released, 2. inmates who were functioning at an 8th grade level or higher, 3. inmates who had some previous work experience but had encountered problems in the work

environment. Forty-five (45) inmates were chosen. The inmates were given the COPES, CAPS and COPS along with the TABE test. From the results of the assessment the inmates looked up careers in the Occupational Handbook that were in their cluster. The inmates were given an overview of the local job market. They were asked to do research on three careers in which they were interested and give a presentation to the group. Businessmen from the local community spoke to the inmates about different occupations.

2. The program instructor will instruct forty-five (45) inmates in Job Search activities which include resume and job application preparation, interviewing skills and career counseling.

The inmates participated in an intense Job Search course. The inmates had to fill out several job applications. The instructor conducted a discussion on how to handle the question "Have you ever been arrested for a felony?". They were asked to identify their key skills and to choose their "ideal" job. They were expected to create their own resume which was typed by the instructor and given back to them. What type of resume was best to use when there was a gap in employment was covered. They were taught telephone techniques to get an interview and they were required to prepare JIST Cards, which was a synopsis of their resume, to be used when they were implementing their telephone techniques. During the interviewing skills portion of the Job Search they watched the JIST video and they role played an actual interview. "How to handle difficult questions" was covered in depth. Personnel Directors from four different occupations spoke to the inmates and conducted mock interviews. They were taught networking and time management techniques for employability.

The first group started classes on September 9, 1995 and ended October 31, 1995. Fifteen students started the session and 10 completed. The other five students were sent on to other facilities. A follow-up letter along with their individual plan was sent with them. One of the students, while participating in this session, obtained their GED. The next session started November 1, 1995 and continued through December 31, 1995. There were fifteen (15) students who started and twelve (12) completed the course. The three students who did not complete were released early. They, however, did continue with the follow-up sessions and were employed. The third session, February 2, 1996 to March 28, 1996 enrolled fifteen (15) students. This session had the smallest number of completers with nine (9). One student dropped the class, three were released to other institutions and the remaining two were released and participated in the follow-up program and eventually found employment.

3. The program instructor will conduct follow-up interviews with released inmates to offer support and assistance in their job search.

Former inmates received personal and career counseling sessions each of which lasted approximately 30 minutes in length. During this time the instructor/counselor would document the job search efforts and give recommendations and encouragement to the former inmate. The ex-inmates were instructed to use the Job Center and its resources.

4. The program instructor will instruct the inmates as to the various social service agencies and their role in the community.

It became apparent that many of the inmates were incarcerated due to substance abuse. The inmates were required to develop an individual plan that included short and long term goals. They also were asked to address the issues of substance abuse and how that affects employability. They were encouraged to participate in the various AA and D&A programs. They were given a handout that included the various social service agencies and a short description of each one. Three agencies were invited to speak with the inmates.

5. The program instructor will provide the information about the local job market and employment opportunities. Also, a link will be made with the local Employment Agency.

Each week the instructor provided the latest job employment list. It was reviewed in the group and inmates discussed which if any job would be appropriate for them. The inmates were made aware of the local vocational training sites and given material from each of them. A speaker from the Job Center explained the Center's resources and how to access them.

Procedures Employed

After many conversations with various case managers, parole officers, social service agencies, prison personnel and inmates, it was established that the rate of recidivism increased significantly with unemployment/underemployment. A phone call was made to the Correctional Educational Association in Maryland and it was stated that the lack of employment and underemployment had a direct correlation with the rate of

recidivism. Personnel at the Albion State Prison stated, based on their inmate population, the rate of recidivism was directly influenced by the employability of the inmate.

Positive Results

One of the positive results of the program was the support and cohesiveness the group members exhibited toward each other. In one session they exchanged phone numbers as the one group member owned his own construction business and expressed an interest in hiring other group members. As the trust in the group developed, the group was able to share feelings of anger and frustration. The other members of the group were very supportive and often offered suggestions on how they survive in the prison environment. Anger management and frustration were a continuous theme that was dealt with in almost every group session.

Another positive result was the accepting of the various job search techniques. Each one of the members incorporated several techniques that applied to them. They all became very involved with the role playing for telephone contact and interviewing. The students expressed they looked forward to the classes and their attendance reflected that.

The follow-up survey to released inmates indicated approximately 75% had gained employment. Several inmates (25%) stated they were also attending a vocational program in conjunction with working. Of the 75% of the employed inmates 60% indicated they had found a job that was at a higher pay scale than before incarceration.

The final evaluation indicated that every inmate that completed the classes thought the materials were helpful and relevant. They also stated the course helped them with employability skills, decision making, problem solving and anger management.

Negatives

The biggest set back to the project was finding the right students to meet the criteria of the program. The problem encountered, with part of the project, was that several of our participating inmates were not released but transferred to another institution. Also, the objective of employability had to be augmented with anger management and survival skills.

Evaluation

The COPES, CAPS and COPS were utilized to assess the students interest, ability and value system. From the results, the students were able to make career decisions. The TABE (Test for Adult Basic Education) allowed the students to see if further remediation should take place in order to seek vocational training and employment. The follow-up survey was given to each student so the instructor could make on going modifications to the program.

Dissemination

This final report will be provided to the following organizations for use by their affiliations: AdvancE (717) 783-9192, the Department of Education (717) 787-5532 and Western Pennsylvania Adult Literacy Resource Center 1-800 446-5607 ext. 216.

Conclusion

In the development of the materials and curriculum for the JAIL TO JOB project, the instructor worked closely with the following: The Erie County Prison, The Pre-release Center, The Job Center, Judges of Erie County, Parole officers and case managers. Because of professional contacts that were established, there occurred a greater awareness of the educational programs offered at our prison. The JAIL TO JOB project was beneficial to inmates because it provided a support group were the students could discuss their concerns in a non-threatening environment. This program was also beneficial because it gave the inmates techniques and skills that they will utilize for the rest of their life. Linkages that occurred with the Job Center and various community resource agencies will provide a support system that the inmate can access to help with the re-entry into the community. As a result of the encouragement and support provided by JAIL TO JOB, inmates expressed they felt more comfortable with the issues that confronted them in the prison environment and they also felt more at ease with the whole process of seeking employment. An example of this was the number of ex-inmates that found employment and continued with their vocational education.

It is recommended that an ongoing program for employability be implemented at The Erie County Prison. It is also recommended that in addition to the Job Search Program there be on going classes that deal with the issues of: anger management, survival skills in and out of prison, family and financial concerns, decision making and problem solving.

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Listening and Speaking for Job and Personal Use, L. Ann Masters, Merle Wood. Published by South-Western Publishing Co.

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The Resume Solution-How to Write a Resume That Gets Results, David Swanson. Published by JIST Works, Inc.

The Very Quick Job Search, J. Michael Farr. Published by JIST Works, Inc.

The Video Guide to JIST's Self-Directed Job Search, J. Michael Farr. Published by JIST Works, Inc.

Understanding Yourself, Jacqueline Fribus Cooper, Stephen E. Farrer, Jane Riemer Epperley, Jane A. Inge, Joan Sibson Trabandt. Published by JIST Works, Inc.

Curriculum

I Enrollment, orientation and self assessment
- A. Filling out the enrollment form
  1. Goal setting
  2. Strengths
  3. Needs
  4. Obstacles
  5. Program recommendations
- B. Orientation
  1. Expectations of students
  2. Attendance
  3. Participation
  4. Role of Instructor/Counselor
  5. Need for confidentiality
  6. Respect for each other
  7. Trust
- C. Self assessment
  1. Skills Triad
     a. adaptive
     b. transferable
     c. job-related
  2. Work history
  3. Community activities
  4. Leisure time
  5. Determine
     a. skills
     b. aptitudes
     c. abilities

II Decision Making
- A. Choosing an option
  1. Consensus
  2. Commitment
  3. Brainstorming
  4. Majority rule
- B. Why do we put it off?
  1. Analysis paralysis
  2. Perfectionism
  3. Fear
- C. How to decide
  1. Consult with others
  2. Process of elimination
  3. Prioritize your options

4. Anticipate consequences

D. Types of decisions
   1. Command decision
   2. Majority vote
   3. Proactive and reactive decisions

E. Implementation
   1. Action plan
   2. Goals

F. Evaluate outcome
   1. Criteria for a wise decision
   2. Living with outcome

III Problem solving

A. What is a problem
   1. Definition
   2. Common causes
   3. Personal problems
   4. Value conflicts

B. Style of problem solvers
   1. Ignore the problem
   2. Demand your way
   3. Give in
   4. Compromise
   5. Use problem solving skills

IV COPS, CAPS, COP, Why work

A. Administer assessment

B. Interpretation
   1. Clusters
   2. Occupational Outlook Handbook

V Success at work

A. How to achieve it
   1. Rules for success
   2. Ten reasons why people lose their jobs

B. Financial benefits

C. Goals
   1. Long term
   2. Short term

D. Education/Vocational training
   1. How to achieve
   2. Where

VI Job Search

A. Evaluating a job
   1. Occupational Outlook Handbook
   2. Skills needed for the job
   3. Salary, working conditions and stress
   4. Using the COPS, CAPS, COPES

5. Local job market

B. Ideal job?
   1. What do I want to be when I grow up?
   2. Doing who you are
   3. Realistic expectations

C. Techniques
   1. Traditional
   2. Nontraditional
   3. Finding a job is a full time job

D. Truth about job applications
   1. Screen out or in?
   2. How to properly fill out an application
   3. Damaging your chances
   4. Difficult question
   5. Employment tests

E. Using the telephone
   1. The JIST cards
   2. Getting by the receptionist
   3. Keeping a log

F. Networking
   1. It really works
   2. Contacting who?
      a. the three questions
      b. don't give up
   3. Keeping a log

VII Interviewing

A. Five things you must do
   1. Make a positive impression
      a. how long to form an impression?
      b. grooming
      c. hygiene
      d. demeanor
      e. attitude
   2. Communicate your skills
      a. the art of effective communication
      b. verbal and non-verbal communication
      c. difference between hearing and listening
   3. Answers to 10 key questions
   4. Problem questions and answers
      a. "have you ever been convicted of a felony?"
      b. legal and illegal questions
   4. Help the employer know why they should hire you
      a. selling yourself
      b. communicating your abilities
   5. Follow up after the interview

a. thank you notes
b. phone calls

B. Role playing

VIII A. Resume writing

1. What is a resume?
    a. do you need a resume?
    b. how do you use a resume?
2. Types of resumes
    a. the chronological resume
    b. the skills, or functional, resume
    c. the combination, or creative, resume
3. The basic one-hour chronological" resume
4. Writing a skill resume in less than one day
    a. tips for fine-tuning your resume
    b. tips for writing a good job objective
5. Sample of skills resumes

B. Cover letters

1. When and how to write a good cover letter
2. How to write cover letters to people you know
3. How to write cover letters to people you don't know
4. Sample cover letters

C. Thank-you notes, etc.

1. When
    a. before an interview (informal note)
    b. after an interview
    c. after help with a job search
2. Eight guidelines for writing superior cover letters

APPENDIX A

Jail to Job

Curriculum

Week one	Enrollment, orientation and self assessment.
Week two	Decision Making
Week three	Problem Solving
Week four	COPS, CAPS, COPES
Week five	Success at work.
Week six	Job Search: Applications, job "hunting", and evaluating a job.
Week seven	Interviewing
Week eight	Interviewing continued and Resume writing, Cover letters and thank you follow-up.

The Erie Adult Learning Center
Individualized Educational Program

Name_____ Date of enrollment_____

Present Educational Level

1. Education History - Last Grade Completed_____ Other_____
2. Pretest - Brigance, TABE, M/S, Practice GED, ESL, Other_____
3. Scores - Reading_____ Math_____ English_____
   Practice GED 1)____ 2)____ 3)____ 4)____ 5)____ Total_____
   ESL - Reading_____ Speech_____ Writing_____ Level_____

STRENGTHS -

_____

_____

_____

NEEDS -

_____

_____

_____

Student's Goals:

1. Short term - _____

_____

2. Long range - _____

_____

3. Obstacles - _____

_____

Program Recommendations:

_____

_____

_____

Post Test - Brigance, TABE, M/S, Practice GED, GED, ESL, Other_____
Scores - Reading_____ Math_____ English_____
Practice GED/GED 1)_____ 2)_____ 3)_____ 4)_____ 5)_____ Total_____
ESL - Reading_____ Speech_____ Writing_____ Level_____

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The School District of the City of Erie, Pennsylvania

Certificate of Achievement

This Certifies That

Has completed the Requirement of the
Employability Skills Program and is entitled to this
Certificate as a Testimonial of Good Character and Scholarship.
In Witness Whereof our Signatures are here unto Affixed at Erie, Pennsylvania

_____
Date

26

_____
Director, Vocational & Adult Education

_____
Program Coordinator

27

JAIL TO JOB

Evening Classes to help with:

- Filling out applications
- Interviewing techniques
- Job survival skills
- Job expectations
- Career exploration
- Personal survival skills

See your counselor to sign up

JAIL TO JOB EVALUATION

Key:
1. Strongly Disagree
2. Disagree
3. No Opinion
4. Agree
5. Strongly Agree

Materials

The materials were helpful._____

The materials were relevant to job employment._____

There was a sufficient amount of subjects covered._____

Comments_____
_____

Course

The course helped you with employability skills (Interviewing, Resume Writing, Telephone Techniques)._____

The course helped you with problem solving/decision making._____

The course covered what you thought it would._____

Comments_____
_____

Instructor

The instructor was knowledgeable about the materials._____

The instructor presented the materials in an understandable manner.__5__

The instructor taught at a level for learning to occur._____

The instructor utilized various methods of instruction (discussion, videos, hand-outs, small group participation)_____

There was enough group participation._____

The instructor was enthusiastic._____

Comments _____
_____

What did you like most in the course_____
_____

What did you like least in the course_____
_____

What would you change about the course_____
_____

What topics would you like included next time_____
_____

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Tracy

JAIL TO JOB EVALUATION

Key:
1. Strongly Disagree
2. Disagree
3. No Opinion
4. Agree
5. Strongly Agree

Materials

The materials were helpful. YES

The materials were relevant to job employment. YES

There was a sufficient amount of subjects covered. YES

Comments Great class. I am very happy and proud that I was apart of this class and to have met a very wonderful person (Charlene Calvin) a great teacher you made me feel that I could be something, I just can't explain it, But I know I'm going to get me a good job, and live life while I can, and be happy, I hope to see you again.

Course

The course helped you with employability skills (Interviewing, Resume Writing, Telephone Techniques). YES

The course helped you with problem solving/decision making. YES

The course covered what you thought it would. YES

Comments It covered, what I thought it would and I learned things I didn't know. THANK YOU CHARLENE

Instructor

The instructor was knowledgeable about the materials. YES

The instructor presented the materials in an understandable manner. YES

The instructor taught at a level for learning to occur. Very Much

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The instructor utilized various methods of instruction (discussion, videos, hand-outs, small group participation) yes

There was enough group participation. yes

The instructor was enthusiastic. yes :)

Comments She teaches from the heart
She's great I really enjoyed your class I'll never forget you Charlene Salvia.

What did you like most in the course The ability she gave me, too want too learn more. I looked forward too going too her class. The openess, friendliness e.t.c

What did you like least in the course

What would you change about the course Nothing

What topics would you like included next time I can't think of a topic we didn't cover.

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Job Objective

Seeking a position in the field of welding. Have ability to do a variety of tasks including blueprint reading, cutting and fitting.

Education

Northwestern High School — GED
Above average score

Experience

Beechwood Industries Inc
Fairview, PA

- Utilized interpersonal skill by being responsible for customer service.
- Demonstrated 10% increase in productivity in shipping and received monetary increases for performance.

Konek Inc
Fairview, PA

- Received promotion with monetary increase to Supervisor of Line Production, Paint Department and Shipping and Receiving.
- Supervised over 12 people.
- Scheduled shipping and receiving for many companies including: Federal Express, D.H.L., Yellow Freight Service.

Howard Industries — **Custom Fabricator**
Erie, PA

- Constructed and illuminated signs
- Applied my various artistic talents to the creation of many products.
- Utilized large machinery such as: sheet metal cutter, bender, radial arm and chop saws and Lincoln Welders.
- Awarded merit raises for creativity.

Personal

Always maintained safety
Reliable, dependable and always on time
Willing to work overtime and weekends
Extensive interpersonal and communication skills.

Education

Injection Mold & Set Up Erie, PA	Certificate
GED Erie, PA	1979

Areas of Accomplishment

Machine Operator:	Over seven years experience with above average production. Operated state of the art injection molding machines , turret lathes machine and manual punch press and drill press , overhead crane and forklift operator.
Grinder	Responsible for the close tolerance-deburring of valves, glands, adapters to military specifications. Close tolerance grinding to Coast Guard Specifications
Landscaper	Responsible for the complete landscaping for several large businesses (i.e. trimming, mowing, planting).
Laborer	Experience in cement work, construction and material handling.
Flagman	Responsible for safety aroung job site.
Cook	Ability to cook entrees for over 500 people for various events.

Employment

Erie Marine Enterprise/Jonathon Corp 10 Holland	Erie, PA
Thayer Communication 7400 Market 16415	Fairview PA
Autoclave Engineers Inc 2930 West 22nd Street	Erie, PA

Special Skills and Ineresets

Community work, summer camps, disable American volunteer, horseback riding,camping.

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